CHAPTER III

RESEARCH METHODOLOGY

This chapter provides explanation of the research method, subject of the research, object of the research, technique of data collection, technique of data analysis, and procedure of the study.

3.1. Research Method

This research used a classroom action research (CAR) design. The author purposefully attempt to provide a solution for the issue that occurred by conducting an action research study in SMA Pasundan 2 to understand and learn about the phenomena that occurred throughout the teaching and learning process. The Classroom Action Research (CAR) model developed by Kemmis and McTaggart (1998). Although it differs from both quantitative and qualitative research, classroom action research includes characteristics from both of them. In order to gather, evaluate, and apply interventions to solve educational difficulties, action research is used to gather data. According to Burns (2010) as cited in Khasanah (2016) "Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of "reflective practice" and "the teacher as researcher". Action research involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts. In action research, a teacher becomes an "investigator" or "explorer" of his or her personal teaching context, while at the same time being one of the participants in it. In this research, the author used group investigation

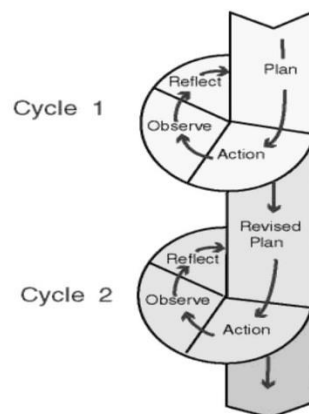to improve student's ability in writing recount text. There were two cycles applied in conducting this study.

According to Kemmis and Mc Taggart there are four components in one cycle for doing classroom action research. It consists of 4 steps:

a) **Plan**

   As the first step of research to identify the problems. It is a plan to conduct treatments. So, it can improve students' writing skill.

b) **Act**

   After planning the concept, the writer carried out the treatment referring to the plan has been made. The writer conducted a pre-cycle before applying the treatment.

c) **Observe**

   Is the activity of observing the data collected in order to know Investigation as learning method, students would be able to increase their writing ability. What extent the action activities have reached the objectives of the study. In this step, the writer identified and analyzed the data collected during the treatment.

d) Reflect

Is the activity of evaluating critically the progress or change of the students. In this step, the writer could observe whether the action activity any resulted improvement. To support the study, the author used interview and test to gather the data.

In accordance to the definition given above, "The goal of classroom action research is to help teachers solve learning problems in the classroom and to improve and increase the quality of learning." In order to improve the teaching and learning process or to increase the students' grasp of the lesson, a group of students participates in a classroom research project that can be completed by a teacher, researcher, or other instructor working with a colleague. This study employed data observation on students writing skills improvement by implementing recitation methods in teaching recount text. The data was examined utilizing a few operational cycles.

3.2. Subject and object of the Research

3.2.1 Time and setting

This research was conducted in SMA Pasundan 2 Bandung while the academic timeline is on second semester and the research process is about 2 weeks long.

3.2.2 The subject of the Research

In this research, the author took samples from 26 students of XI grade at SMA Pasundan 2 Bandung.

3.3. Technique of Data Collection

Research instrument is needed in order to gather the data from the subject. This research consisted of two types of instruments, there are test and non-test. Test consist of pre-test and post-test, meanwhile the non-test consisted of interview guidelines, questionnaire and observation sheet. Research instruments as follows:

3.3.1 Test

The test was given by the author to the students in order to measure their writing ability in writing recount text. The test has given before and after the implementation of . The pre-test was conducted before the implementation of recitation. Then, post-test was conducted after the implementation of recitation method in cycle 2 in order to know how the implementation of recitation method can improve the students' writing ability of recount text. The test of this research used the written test because the author wants to know the students' ability in writing recount text. The recount text's topic is different in every cycle and the regulation of the written test is based on the generic structure and language feature of the recount text. As an addition, the worksheet is used to measure the students' ability of writing skills in English.

3.3.2 Worksheet

In this research, the author directly observed the 26 students of XI grade at Pasundan 2 senior high school used the recount text work sheet in order to get the data and record their behavior, responses, and activity during the teaching learning process. In gathering the data, the author used the work sheets. The

observation sheet consists of several aspect of students' responses and class condition.

3.3.3 Questionnaire

Questionnaire is a data collection technique that contains several questions that will be answered by the respondents. In this research, the author gave the questionnaire before and after the classroom action research in order to gather the data about students' responses towards the implementation of cubing strategy in writing recount text.

3.3.4 Interview guideline

The interview conducted to measure the teacher's perception about the ability and condition of students' learning process before and after the application of recitation method. First the author conducted the interview with the English teacher before the implementation of recitation method to know the students' abilities and weaknesses in writing recount text. Second, the author conducted the interview with the English teacher after the implementation of recitation method to find out the students' improvement in writing and teacher's responses of teaching writing with recitation method.

3.4. Technique of Data Analysis

To analyze the data related to the students' writing test, the author used analytical scoring rubric adapted from Jacobs et.al at the book titled 'Assessing Writing by Weigle'. In analytical scoring rubric of writing test consist of five components, there are: Content, Organization, Grammar, Vocabulary, and Mechanic (Weigle, 2002).

TABLE 3. 1 **Analytical Scoring Rubric for Recount text**

Aspect	Score	Criteria
Content (C) Topic Details	4	The topic is complete and clear, and the details are relating to the topic
	3	The topic is complete and clear, but the details are almost relating to the topic
	2	The topic is complete and clear, but the details are not relating to the topic
	1	The topic is not clear, and the details are not relating to the topic
Organization (O) Orientation Events Reorientation	4	Most of the sentence are related to the main idea
	3	Some sentences related to the main idea
	2	Few sentences are related to the main idea
	1	The sentences are unrelated to each other
Grammar(G) Use Simple Past Tense	4	Very few grammatical inaccuracies 3 Few grammatical
	3	inaccuracies but not effected on meaning
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few misuse vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanism (M) Spelling Punctuation Capitalizaation	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

**Source: Afifah (2019)**

$$Mx = \frac{\Sigma x}{N}$$

Mx = Mean

n   = Total score

N   = Maximal score

FIGURE 3. 2 *Score measurement formula*

The Weigle's 5 components scoring rubric above is utilized in analyzing students' worksheets. To know the mean of the students' score of writing test in one cycle, the author used the simple statistics as follows:

To know the improvement of students' writing score from cycle 1 to cycle 2, the author uses this formula:

$$P = \frac{y1}{N} \text{X } 100\%$$

P   = percentage before the treatment

y   = maximal score

y1   = cycle 1 assessment

FIGURE 3. 3 *Score measurement formula in cycle 1*

$$P = \frac{y2}{y} \text{X } 100\%$$

P   = percentage after the treatment

y   = maximal score

y2 = cycle 2 assessment

*FIGURE 3. 4 **Score measurement formula in cycle 2***

Afterwards, the score from both cycle 1 and cycle 2 will be compared to know the differences and the gap caused by the recitation treatment.Meanwhile, the data gathering through observation is analyzed by presenting the description of the result of observation. Questionnaire is analyzed in the form of percentage and presented by the description of the result of the questionnaire.

*TABLE 3. 2 **Percentage criteria***

Responses Percentage	Criteria
0% - 19,99%	Very poor
20% - 39,99%	Poor
40% - 59,99%	Enough
60% - 79,99%	Good
80% - 100%	Very good

Source: Wahyuni et.al (2021) cited in Alamin (2023)

The percentage from the final calculation is utilized for the conclusion of the implementation of the research.

3.5. Procedures of Collecting Data

This research used a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own

experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts (Wiriatmadja, 2005).

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The activities that will be done in each cycle is as follows:

3.5.1 Pre-cycle

In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in writing class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties especially in writing in english.

3.5.2 Cycle 1

The researcher uses recount text in teaching writing. The theme is 'Individual Experience'. The procedure as follow:

a. Planning

  1) Arranging lesson plan,

  2) preparing the media related to the material,

  3) preparing teaching material,

  4) preparing checklist observation,

  5) making the test instrument cycle 1

b. Action

  1) The researcher as a teacher explains the material and theme

  2) The researcher as a teacher instructs student to write down recount text.

3) The researcher asks students to work in group.

c. Observation

The main of observation is to check:

1) The students' activity in writing recount text.

2) The students' response during the teaching and learning process.

3) The students' English writing skill.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the questionnaire that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3.5.3 Cycle 2

a. Planning

1) Identify the problem and make the solution for the problem

2) arranging lesson plan

3) preparing the media related to the material

4) preparing teaching material

5) prepare checklist observation

6) making instrument for cycle 2

b. Action

1) The researcher as a teacher explains the material and theme.

2) The researcher as a teacher instructs students to go outdoor.

3) The researcher asks students to work in group.

c. Observation

The main observation is to check:

1) The students' correction of their work.

2) The students' response during the teaching and learning process.

3) The students' writing skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, the researcher makes an evaluation based on the activities before. The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.